Universal Design for Learning Part Two

Principles II and III

Office of the State Superintendent of Education

Department of Special Education
Training and Technical Assistance

Facilitator:

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Participants will be able to:

- Utilize **Principle II and III** from the UDL Framework to modify curriculum and instruction to meet the needs of their students.

- Identify applications of UDL in different content areas.

- Apply the basic principles of Universal Design.

- Effectively plan lessons utilizing UDL principles.

Essential Question:

How can we ensure that special education students receive a Free and Appropriate Public Education within the Least Restrictive Environment through the implementation of appropriate inclusive practices?

Session Agenda

- Introductions
- Session One Review
- Primary Guiding Principles of UDL
  - Principle II- Provide Multiple Means of Representation
  - Principle III –Provide Multiple Means of Engagement
- Activity One - Jigsaw a Lesson Plan
- Applying UDL principles to Instruction
- Activity Two- Completing and Improving Your Lesson Plan
- Break
- UDL and Social Learning Environments
- Activity Three - Presentation, Expression, and Engagement
- Question /Self Evaluation

This presentation was created based on the information and resources provided by the ***National Center on Universal Design for Learning and National Institute for Urban School Improvement***

www.udlcenter.org

www.urbanschools.org

Session One Review
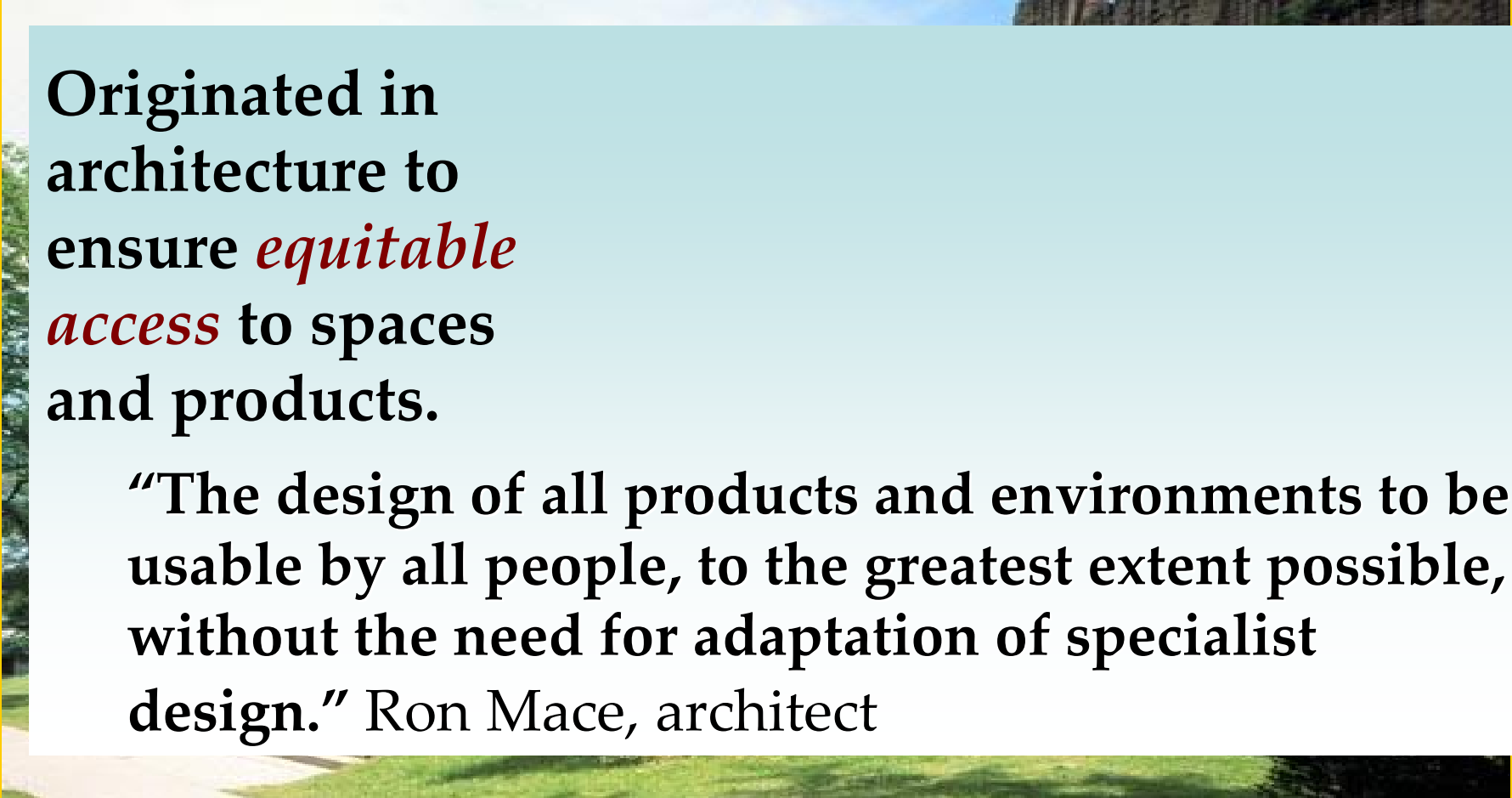
Universal Design: Foregrounding Equity

People who are considered different by those in the majority have a long history of exclusion & denied access.

Universal Design: Foregrounding Equity

Universal Design (UD) = Equitable opportunities & access to information & participation

Universal Design (UD)

Originated in architecture to ensure *equitable access* to spaces and products.

"The design of all products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation of specialist design." Ron Mace, architect

…Foregrounding Culture

Our vision of UD is one in which the cultural and historical experiences of diverse individuals promote powerful possibilities for their access and participation in physical, social, and learning environments.

The goal of education in the 21st century is not simply the mastery of knowledge. It is the mastery of learning.

CAST (2008). Universal design for learning guidelines version 1.0

Students who are Expert Learners are:

Strategic

Goal directed

Resourceful

Knowledgeable

Purposeful

Motivated

Strategic and Goal Directed Students:

➢ Formulate plans for learning

➢ Devise effective strategies and tactics to optimize learning

➢ Monitor their progress towards mastery

➢ Are aware of their strengths and weaknesses

➢ Know how to abandon plans and strategies that are ineffective

Resourceful and Knowledgeable Students

➢ Bring prior knowledge to new learning
➢ Know how to activate prior knowledge to:
  - ➢ Identify
  - ➢ Organize
  - ➢ Prioritize
  - ➢ Assimilate
➢ Recognize items in their learning "toolkits" that would help:
  - ➢ Find, structure, and remember new information
  - ➢ Transform new information into meaningful and useable knowledge

UDL defined

Universal Design for Learning (UDL) is an approach to **learning that addresses** and redresses the primary barrier to making expert learners of all students: **inflexible, one-size-fits-all curricula** that raise unintentional barriers to learning.

Learners with disabilities are the most vulnerable to such barriers, but many students without disabilities also find that curricula are poorly designed to meet their learning needs.

Diversity is the norm, not the exception...

CAST (2008). Universal design for learning guidelines version 1.0

Our curricula, rather than our students are disabled... CAST (2008). Universal design for learning guidelines version 1.0

Something to Think About!

The burden of adaptation should be first placed on the curriculum, not the learner.

CAST (2008). Universal design for learning guidelines version 1.0

Using Universal Design for Learning to ensure all curriculum is meeting the:

Who

What

How

of effective instruction.
Which includes:

Goals   Objectives   Plans

Method   Materials   Assessments

Three primary principles guide UDL:

Principle I: Provide Multiple Means of Representation

Principle II: Provide Multiple Means of Expression

Principle III: Provide Multiple Means of Engagement

Principle I: Provide Multiple Means of Representation

The "what" of learning

➢ Students need multiple ways to approach content materials.

➢ Students need different ways to receive and process information.

➢ Information should be delivered according to the student's learning style.

Principle II: Provide Multiple Means of Expression

The "how" of learning

➢ Students must have various ways to navigate their learning environment and the material learned.

➢ Students must have various ways to demonstrate their level of mastery

➢ Students must have multiple opportunities to demonstrate their knowledge.

Principle III: Provide Multiple Means of Engagement

The "why" of learning

- Students level of engagement must remain high during instruction.
- Delivery of instruction must be centered around the student.
- Their unique personalities must be taken into account when determining how they will be motivated.

Today's Focus

Principle II

Provide Multiple Means of Action and Expression

Principle III

Provide Multiple Means Engagement

Guidelines for Principle II Provide Multiple Means of Action and Expression

- Provide options for physical action

- Provide options for expressive skills and fluency

- Provide options for executive functions

Guidelines for Principle III

- Provide options for recruiting interest

- Provide options for sustaining effort and persistence

- Provide options for self-regulation

ACTIVITY ONE

Jigsaw a Lesson Plan

Components of a UDL Lesson Plan

Topic

Grade/ Age Level

Outcomes

Student-centered focus

**Media and Materials**

Methods

Assessments

Applying the Components of UDL Lesson Plans: For All, For Most, For Some

All students in any given classroom have access to the components of the lesson plan. This is represented by the underground roots and the tree trunk. Some students will choose or require additional elements (tree

FOR SOME

FOR MOST

FOR ALL

Applying Standards to Outcomes of UDL Curriculum: Transcending the Constraints of Predetermined Standards

Universally Designed Curriculum
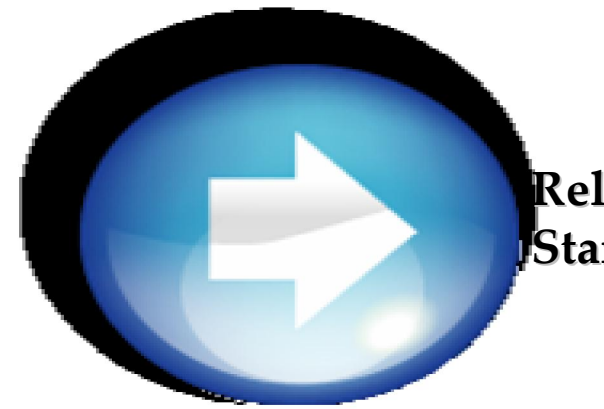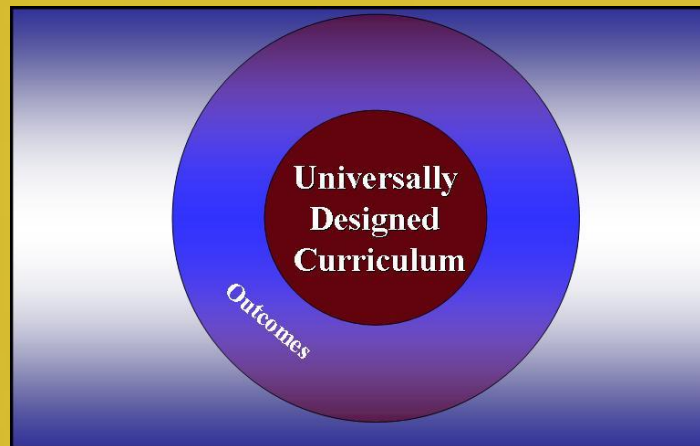
Outcomes

Relevant Standards

- National, state & local

- Relevant to students in context (TESOL, multicultural education, standards of cultural responsiveness).

UDL Outcomes

Desired Outcomes should include:

- Engagement of all students

- Students applying understanding of content to a task observable by the teacher

UDL Media, Materials & Methods

 The "Backbone" of UDL Curriculum: **Medium & Materials**

Media: the means of symbolic or physical representation through which knowledge is communicated.

Materials: Students are able to see themselves and their viewpoint in physical objects utilized in the curriculum.

 The "Delivery" of UDL Curriculum: **Methods**

Methods: the instructional approaches teachers take to facilitate students' learning. These include the social organization of the classroom around participation in learning and inquiry.

UDL Student-Centered Learning Environments

Student Centered Learning Environments are supported through the use of the other three aspects of UDL curriculum, so that students are a part of creating, rather than simply recipients of curriculum.

Consider:

The ways of participating

The representation of students in materials

The input of students to shape future learning endeavors.

UDL **Outcome** in Language Arts

Lesson: Explore the text of a folktale in two languages.

Outcome: Students will demonstrate knowledge of a culturally relevant folktale by making inferences & predictions.

Alvarez, J. (2002). Las Huellas Secretas (The Secret Footprints). New York: Dragonfly Books.

Examples of supports:

Text-to-speech software in English & Spanish

Animations

UDL Media, Materials & Methods in History

Outcome: Compare and contrast the industrial North with the agricultural South in the 1800s. (Hitchcock, Meyer, Rose & Jackson, 2002)

Different methods to approach the task

How do the perspectives represented in the curriculum reflect the historical experiences of diverse groups?

Thinking tools:
Outlines, diagrams, recording think-alouds

Process: **Templates, peer work and review, presentation of completed work in a variety of ways.**

UDL Materials in Social Studies

Outcome: Examine ecotourism; connecting conservation, communities, and sustainable travel.

Student with cognitive disability

UDL Materials in Social Studies

Outcome: Describe the impact of American involvement in World War II and describe the changing roles of women and minorities.
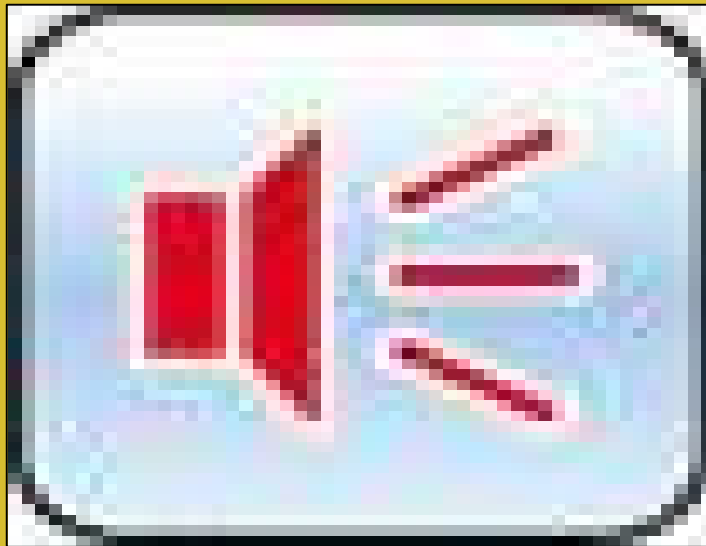

(AZ Academic Standard / Strand One / Concept Eight / PO 2c)

Student with difficulty with hand coordination

UDL Materials in Social Studies

Outcome: Examine what events increase tourism and why?
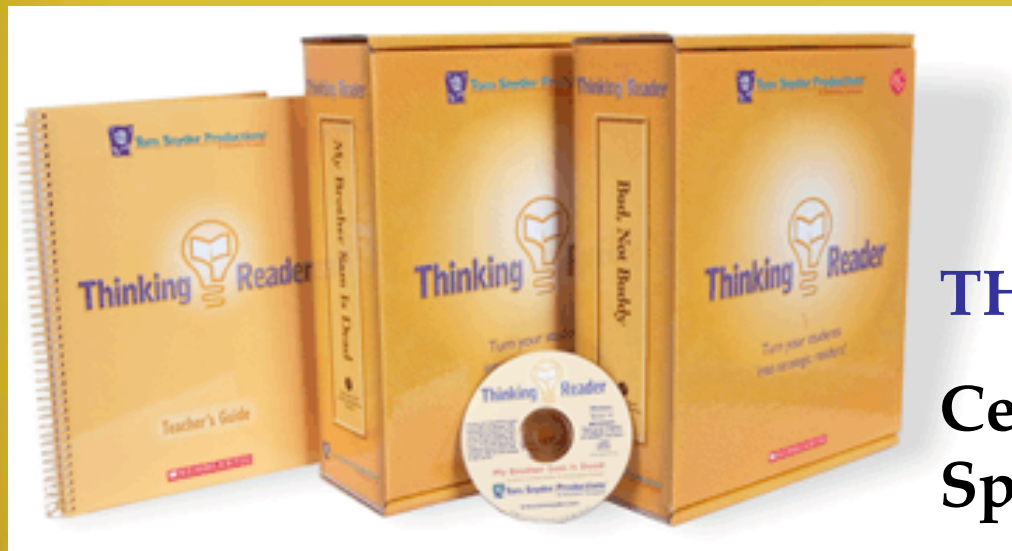

Student learning English

UDL Materials in Social Studies

Outcome: Discuss connections between African American youth culture and advertising, fashion, and pop culture.

Student with Attention Deficit Hyperactivity Disorder
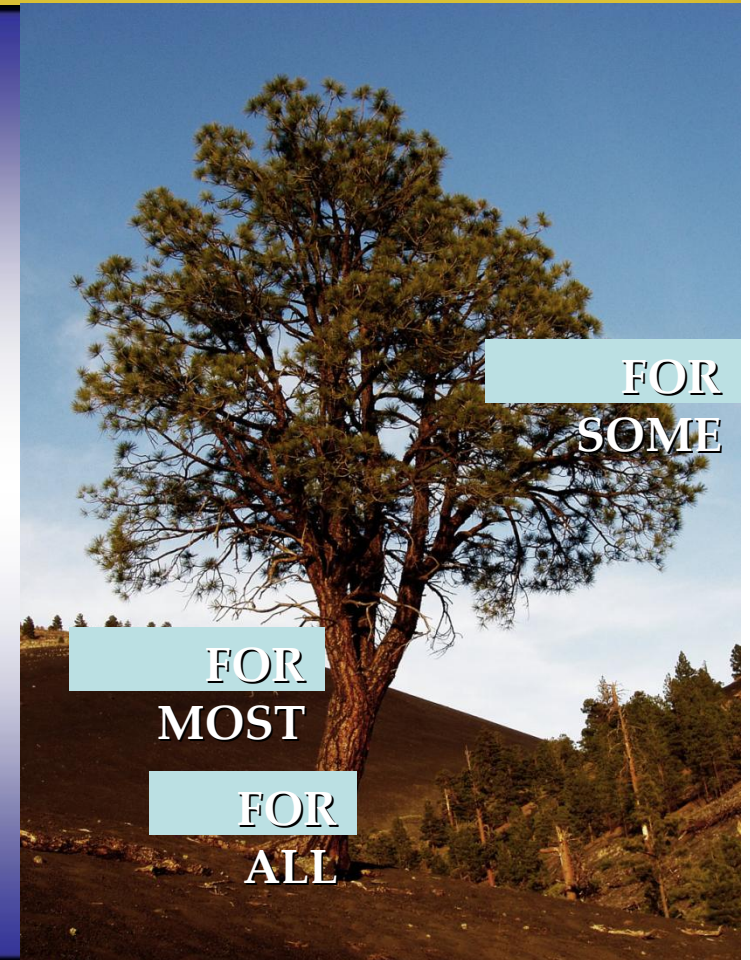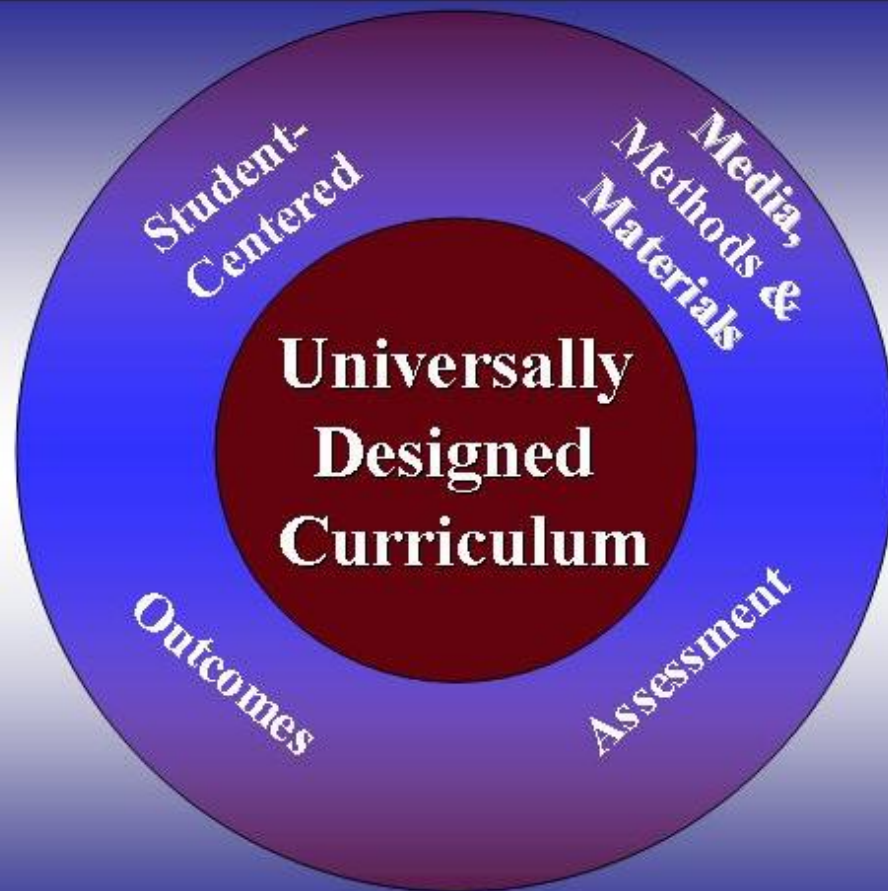
A UDL Curriculum Tool

THINKING READER ©

Center for Applied Special Technology

Founded in 1984, CAST has earned international recognition for its development of innovative, technology-based educational resources and strategies based on the principles of Universal Design for Learning (UDL).

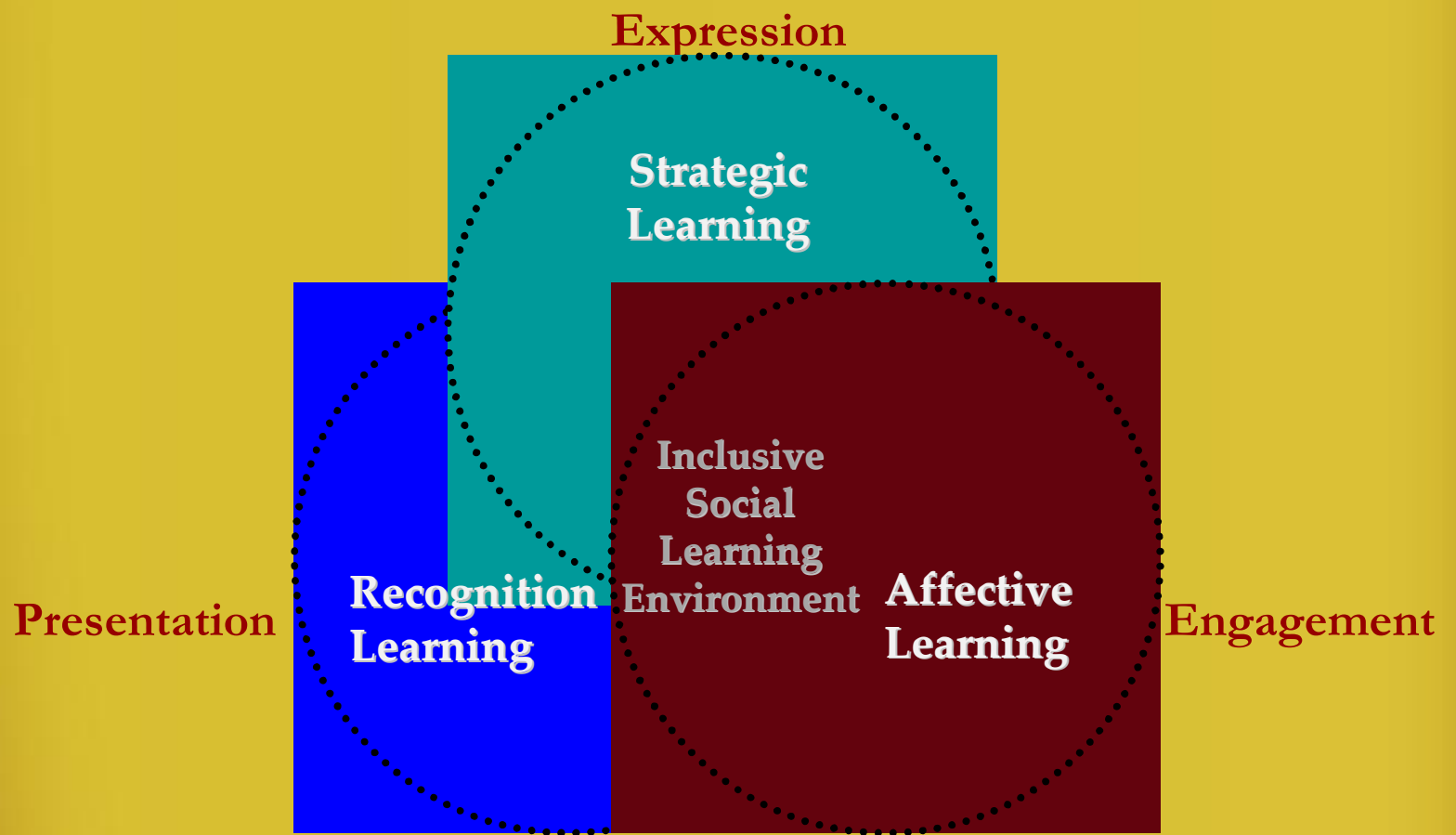# Applying the Components of UDL **Lesson Plans**: For All, For Most, For Some

ACTIVITY TWO

Completing and Improving Your Lesson Plan

Applying the UDL Framework to an Inclusive Social Learning Environment

Expression

Strategic
Learning

Presentation

Recognition
Learning

Inclusive
Social
Learning
Environment

Affective
Learning

Engagement

(Rose and Meyer, 2002)

Applying the UDL Framework to the Social Learning Environment

Space

Communication

Participation

Feedback

Engagement

Motivation

Regard

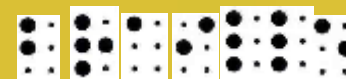# Applying the UDL Framework to the Social Learning Environment

Presentation

Recognition Learning

Digital Text Features:

Size

Color

Read Aloud

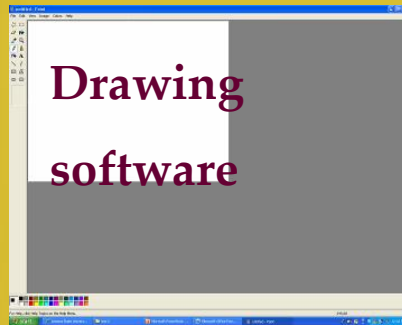**Conversion to**

(Rose and Meyer, 2002)

Applying the UDL Framework to the Social Learning Environment

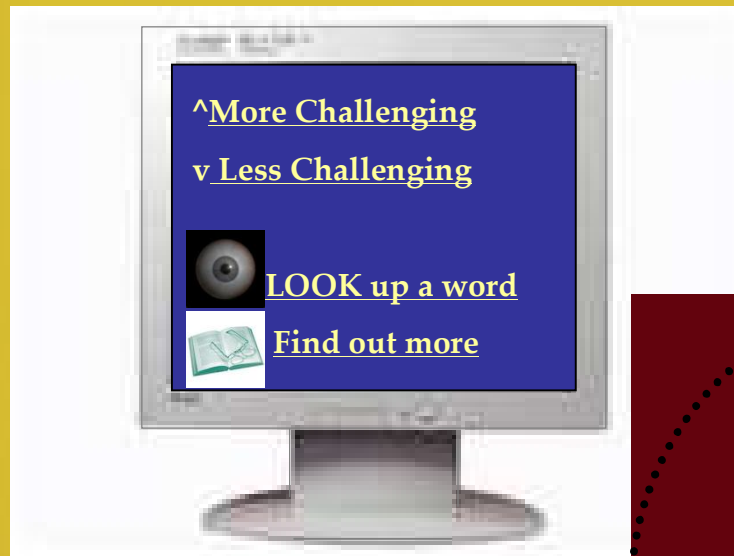**Digital Text Student Responses**

Expression

Drawing software

Strategic Learning

Note-taking Alternatives

Voice Recording

Applying the UDL Framework to the Social Learning Environment

^More Challenging

v Less Challenging

LOOK up a word

Find out more

Affective Learning

Engagement

UDL: Focus on Multiple Means for Action and Expression

How does the social environment in your classroom or school support multiple means of student participation?

UDL: Focus on Multiple Means of Engaging Your Students

ACTIVITY THREE

Presentation , Expression, and Engagement

Questions and Answers

Resources

- Council for Exceptional Children (2005). *Universal design for learning: a guide for teachers and education professionals*. United States. Author

- www.cast.org

- www.rfbd.org

- www.k8accesscenter.org

- http://urbanschools.org

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